Hurworth School

Choices Policy

Behaviour Policy

Approved by: Standards Committee

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1. School Policies on Related Issues

To be read and followed alongside this document

- Safeguarding and Child Protection Policy
- Use of Reasonable Force Policy
- Anti-Bullying Policy

The Latest DfE guidelines for behaviour and discipline in school is Behaviour in Schools – Advice for headteachers and school staff February 2024

The Latest DfE guidelines for suspensions and permanent exclusion are found in

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)

The latest DfE guidance for Mental Health & Behaviour in Schools is Mental Health & Behaviour in school November 2018

2. Purpose

Hurworth School seeks to achieve excellence with care. Our policy enables sustained concentration in lessons, rewards effort and allows learning to flourish. If students are to achieve and enjoy their education, they need to feel safe and secure at school. Good behaviour is fundamental to achieving these aims.

Our Aims and Objectives

We believe that:

- Students should be encouraged to adopt behaviours that support learning and promote good relationships.
- Poor behaviour and low-level disruption threaten young people's rights to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened. Students must show responsibility in following school expectations.
- Self-discipline and respect for others should be the norm.
- All students are free from harassment and bullying and are confident to raise issues when they do occur.

To achieve our aims:

- Parents/carers should work collaboratively with the academy, support this policy and take responsibility for their child's behaviour choices.
- Students who struggle to meet our expectations will have a bespoke package of intervention.
- All sanctions will be reasonable and proportionate and will endeavour to minimise disruption to everyone's education.

The Choices system (Appendix A) seeks to encourage young people to make positive choices of behaviour and conduct and re-enforces those choices through praise.

The core values and principles of the school are underpinned by our Values Charter

We encourage all students to adhere to the school's core values:

Relationships: Building and maintaining positive connections with others, fostering a sense of community and collaboration

Respect: Valuing others' opinions, rights and feelings, and treating everyone with kindness and consideration

Resilience: The ability to recover from setbacks, adapt to change, and keep going in the face of challenges

Responsibility: Being accountable for one's actions, making thoughtful decisions, and contributing positively to the community

Students have the right to be respected, but this carries with it responsibilities to respect others and treat all members of the school community fairly, courteously and to listen to their points of view. See NALP - Equality Policy

3. The Choices System

The Rationale

We believe that the majority of children choose the behaviour they display. All behaviour choices have either a negative or positive consequence. In all classrooms, we aim for praise to outweigh negative consequences.

The Choices system is a solution to low level disruption in lessons. The purpose of the Choices system is:

- To place the focus on the learning
- To place the emphasis on the positive
- To provide a consistent whole academy approach to behaviour
- To implement a system where negative behaviour choices, have consequences, and positive behaviour results in praise
- To place responsibility for behaviour with the child … it is their choice

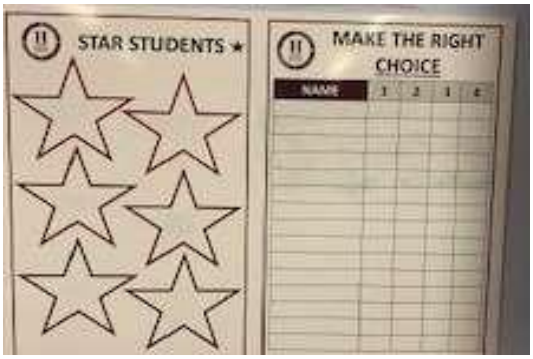
The purpose of the Choices system **is not**:

- a focus of daily discussions – learning and achievement are
- a 'get out of jail free card' for poor classroom management, weak planning or poor delivery
- to be used to deal with serious incidents

A summary of the Choices System

This is outlined in our Choices system. The detail and system in practice can be found in Appendix A.

The responsibility for a choice of behaviour lies with the student. If a student does something which impacts on learning, a teacher will issue a C1, C2 and C3 on the Choices Board. This serves as a reminder to the student that they have made the wrong behaviour choice and provides a child with three chances to make the right behaviour choice before a sanction is given. This is fair.



When a fourth negative behaviour choice is made, the child will be issued a C4, told to go to the Choices Room to complete the lesson and automatically issued a detention. The detention is the sanction for disrupting the learning of others four times over the course of the lesson. They are told to leave the lesson on a C4, as four chances to make the right choice is more than reasonable, and it is not fair on other students to accept further disruption.

As the C4 Removal is logged on Arbor, all Duty Staff will be aware that the student is due to arrive in the Choices Room and will check for updates on Arbor to confirm their arrival.

The Choices Room staff will attempt to match the learning to the lesson the student has been removed from. Student's will be expected to work in silence.

A student who receives more than one C4 Removal in a day, will be picked up by the Choices Team who will triage an appropriate further sanction and/or intervention. As they have now disrupted more than one lesson, it is likely that the student will also lose the privilege of spending lunch and/or break time with their friends.

This system should be applied consistently and appropriately by all staff, which ensures it is extremely fair and equitable to all.

Reasonable adjustments will always be explored for students who have specific identified issues. There is no reason for any child to fall foul of this system if they are focussing on their learning and not disrupting the learning of others.

All behaviour incidents are recorded in Arbor which all parents/carers are able to access via a log in provided by the school. This enables parents/carers to track their own child's behaviour choices throughout the day.

- A full day in Choices will be recorded on Arbor as a C5.
- Truancy will be recorded by the truancy button and will carry the sanction of a 50-minute after school detention
- Poor behaviour choices outside of the classroom will be recorded as a C4 Other and will potentially carry the sanction of a 40-minute detention. The sanction will be determined by the Head of Year.
- A C4 Health & Safety is used to record an incident that warrants an immediate C4 removal. The sanction is a 40-minute detention. A C4 Health and Safety Removal should only be used for a serious incident. This would be a deliberate action to cause serious harm to another student/ member of staff or equipment. This can include a breach of health and safety regulations in practical subjects.

Removal from the Classroom (C4 and C5)

When a student is removed from the classroom for a period of time, we will provide a continuous education in a supervised setting (Choices Room). Work provided may differ

from the mainstream curriculum but will be meaningful. At Key Stage 3 and 4 all students are expected to complete work commensurate with their ability and their expected rate of progress towards their agreed end of Key Stage target.

The completion of tasks set is essential and expected if the student is to maintain progress and reach their potential in all areas.

Parents/carers will be informed of any removal from lesson through the Arbor system.

Sanctions

We will always aim to positively reward behaviours that reinforce the values of the school. However, we recognise that sometimes behaviour will be unacceptable, and a child will need to understand that there are consequences for their behaviour choices.

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction for that student.

Staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of school.

The following is a list of suggested sanctions we may use; however, this is not a definitive list. The decision to suspend/exclude, can only be made by the Head, or the member of staff who has been delegated to deputise in the Head's absence.

- Verbal warning
- Phone call/letter home
- A written task such as a reflection on their behaviour
- Detention after school
- Removal of break or lunch time or social time privileges
- Loss of privileges
- School based community service – such as litter picking
- Head of Year (HOY) report
- Regular screening (e.g. bag search) including scheduled uniform checks
- Seating plan change
- Parental meeting
- Removal from departmental room to another classroom in the department or Choices Room

- Time in the Choices Room
- Off-site placements
- Suspension - At the Head's discretion
- Permanent Exclusion - At the Head's discretion

Intervention can also be put in place including:

- Student Behaviour Contract
- Student Risk Assessment
- Personal Support Plan
- Referral to the Vulnerable Student Panel

Detentions in School

A detention can be issued for a variety of reasons. The school operates a policy of detentions after school which can be served **until 4.00pm. Parents/carers will be notified on Arbor.** The procedures for detention are as follows:

- Parental consent is **no**t required for detentions
- Same day detentions may be issued
- Any student who is absent from school will serve their detention on return
- Failure to attend a detention may result in another sanction

On rare occasions, a detention may be issued on a weekend or non-teaching day.

Detentions will not be issued where there are reasonable concerns that doing so would compromise a student's safety.

Students Who Are Not in the Correct Uniform

It is expected that all students attend the school in correct uniform as outlined in the uniform section of the website. Failure to comply with these expectations will result in the following:

- Students will be offered an alternative item of uniform. Failure to comply with the reasonable request to wear uniform offered may result in a sanction.

- Parents/carers will be contacted and expected to provide appropriate items of uniform in the future. A reasonable time frame will be offered for compliance and hardship funds will be available.
- Repeated failure to comply with our expectations may result in a student working in the Choices Room until the correct uniform is worn.

Mobile Phones, Smartwatches and Personal Digital Devices

In line with current national guidance for secondary schools, students are not permitted to use or have visible any mobile phones, smartphones, smartwatches, or similar personal digital devices during the school day.

This includes any device capable of:

1. Making or receiving calls or messages
2. Accessing the internet or social media
3. Using apps or email
4. Recording images, video, or audio

These devices present a risk to:

1. Teaching and learning
2. Student focus and behaviour
3. Safeguarding and privacy
4. Loss, theft, or damage

Expectations

- All devices must be switched off and kept out of sight (e.g. in bags) from arrival on site until the end of the school day.
- Devices must not be used at any point during school hours, including break and lunchtime.

Communication with Home

- Parents/carers who need to contact their child during the school day must do so via the school office.
- Students who need to contact home should speak to their Head of Year or a member of staff, who will facilitate this where appropriate.

Confiscation and Sanctions

- Any device seen, heard, or used during the school day will be confiscated.

- Confiscated devices will be returned at the end of the school day in line with school procedures.
- Refusal to hand over a device when requested will result in a sanction in accordance with the choices policy.
- Repeated breaches may lead to escalated sanctions and/or parental collection of the device.

Failure to comply with a reasonable request, aggressive behaviour, and verbal abuse

Disrespect, rudeness and acts of aggression and/or a failure to comply with a reasonable request will not be tolerated. These types of behaviour are likely to lead to a full day in the Choices Room and/or a suspension. This ensures that all children can learn confidently in a safe, calm, and purposeful environment.

Support for Parents/Carers

Any queries regarding this behaviour policy or issues of compliance should go through the following system. No.1 should be contacted first and only escalated if the situation has not been resolved successfully.

1. Subject Teacher or Form Tutor
2. Head of Department, Head of Year
3. Member of the Leadership Team
4. Headteacher

For serious situations or safeguarding incidents parents/carers should contact the Designated Safeguarding Lead/Deputy Safeguarding Lead via the school enquiries e mail.

Intervention and Support

We recognise that even when encouraged to make the right choice, some children will occasionally make choices that threaten the well-being and learning of themselves and others. Arbor has an extensive ‘Analytics’ section which the Pastoral Team will use to address unmet needs. We will employ a range of strategies to support a change in behaviour and reengagement in learning.

Students who have identified needs or where certain behaviour traits are part of a diagnosed condition will also be provided with a bespoke package to support them to prevent sanctions.

Consideration will be given to whether a child's SEND has contributed to the misbehaviour. We will always seek to ascertain whether the student has understood the expectation or request and whether the student was unable to act differently as a result of their need. Reasonable adjustments will be made but this does not mean that they will be exempt from the sanction.

Following a sanction, and when appropriate, we will aim to:

- Have a targeted discussion with the student
- Encourage self-reflection, ownership and encourage apology and restorative conversations
- Discuss the issue with parents/carers and for looked after children, the Virtual School Head
- Advise staff on bespoke strategies
- Explore issues that may be occurring outside the academy
- Explore the tiered framework of intervention strategies.

Behaviour Expectations and Students with SEND/LAC

We endeavour to meet the needs of children with SEND or a protected characteristic. We strive to ensure that everyone can feel they belong in the school community, and that high expectations are maintained for all students.

When behaviours are identified as associated with a particular type of SEND, we will consider reasonable adjustments to the Choices system to avoid any substantial disadvantage caused by our expectations. A graduated approach will be used to assess, plan, deliver and review the impact of support provided.

It is important to note however, it does not mean that every incident of misbehaviour will be connected to a child's SEND needs therefore, when necessary, sanctions may be applied in line with this policy.

We are committed to exploring anticipated triggers of misbehaviour and will put support in place to attempt to prevent these as per the list above and including:

- Movement breaks for children who are identified need supports an inability to sit for long periods
- Adjusted seating plans
- Adjusted uniform requirements for children diagnosed with sensory issues or with medical evidence of skin conditions such as severe eczema or related conditions
- Training for all staff on the impact of an autism diagnosis.

If a child has a social worker or is looked-after, incidents of poor behaviour will be shared with relevant services and Personal Education Plans amended accordingly.

4. Roles and Responsibilities

The Role of Leaders

The Leadership Team is highly visible throughout the school day to routinely engage with students and staff. Engagement with parents / carers is done through Arbor and parents / carers are routinely invited into the school to discuss issues when they arise.

Students who are suspended will be required to attend a reintegration meeting with a member of the Pastoral and/or Leadership Team. Parents / carers of students who are displaying a pattern of repeated negative behaviours will also be invited in to discuss potential issues and strategies of support. This will enable effective communication and support between home and school to be in place.

School leaders have a crucial role to play in making sure all staff understand the school culture, behavioural expectations and the importance of maintaining them. Staff training is carried out early September and revisited throughout the academic year. New staff are provided with training as part of their induction.

Behaviour, personal development and wellbeing are standing items on leadership meeting agendas and the Head Teacher Reports that are issued to governors. Trends and patterns of behaviour are tracked and monitored through Arbor analysis and a suspension tracker, this is discussed at weekly Senior Leadership Team (SLT) meetings as well as at a weekly inclusion meeting.

Training will also be provided to all staff on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a student's behaviour. Weekly inclusion meetings ensure that specific needs are identified in a timely manner and regularly shared with staff.

Leaders will ensure that behaviours are considered in relation to a student's special educational need and support students and staff appropriately.

Role of the Local Governing Body

The Head's termly report to governors ensures governors can challenge and evaluate what decisions we are making, and what our data is telling us about the school and Academy trust.

Governing boards have a key responsibility in considering whether suspended/excluded students should be reinstated. This forms part of their wider role to hold leaders to account for the lawful use of suspension/exclusion, in line with the duties set out in law, including equalities duties. The governing board has a duty to consider parent/carer representations about a suspension or permanent exclusion. The requirements on a governing board to

consider the reinstatement of a suspended or permanently excluded student depend upon a number of factors. The governing board must make reasonable endeavours to arrange the meeting within the statutory time limits and must try to have it at a time that suits all relevant parties.

Role of Head of Department

Heads of Department have a role to play as leaders within the school. Therefore, for staff within their department they should:

- Conduct regular reviews of Arbor data and identify patterns of behaviour for specific students, classes, and teachers
- Support teachers by offering guidance on management of student behaviour as outlined in the national teacher standards and ensuring this policy is followed consistently
- Liaise with the Pastoral Team for intervention and support strategies
- Ensure that the reward system and choices systems are effectively implemented by all teachers in their department and address inconsistencies promptly.

Role of Teachers and Staff

We expect all staff to lead by example and establish a calm and safe environment. All staff are expected to understand and apply this policy and the Choices System fairly and consistently. Staff should teach and model expected behaviour and relationships. It is expected that all staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. All staff are expected to challenge students who fail to meet our expectations.

All staff will be expected to use the SEND information given to them to ensure the needs of individual students are met through planning and implementation; and sanctions are not disproportionately issued.

Staff Induction, Development and Support

All new staff at Hurworth receive an induction programme. One area of the programme is dedicated to developing knowledge and awareness of the behaviour policy and procedures and the whole school expectations and culture. Arbor data is monitored regularly to ensure that the Choices system is being used consistently by all staff.

The Leadership Team also provide support and guidance to all staff within this area through their daily interactions. If a teacher or group of teachers require further support, guidance and development in this area the Leadership Team will instigate a supportive plan for this individual or group.

Role of Students and Parents/Carers

Students are regularly reminded of their duty to uphold our behaviour policy, uphold the rules of the school and of their expectation to contribute to the school culture through regular assemblies and the tutor programme.

Student Voice will be regularly used to provide feedback of their experience of behaviour and the school's culture.

Parents/carers will be informed of our expectations regularly through letters, texts and social media posts, parents' evenings, open evenings and other presentations, as well as individual invitations to attend meetings in school to discuss their child.

How we seek to prevent Bullying

Hurworth has a Zero Tolerance to bullying and seeks to respond to all signs, reports and concerns of child-on-child abuse, using our Anti-Bullying Policy.

Full documentation regarding this area is contained within the school Anti-Bullying Policy available on the school website.

DfE advice on this subject is expressed within preventing and tackling bullying – advice for headteachers, staff and governing bodies July 2017: Preventing and tackling bullying (publishing.service.gov.uk)

Child on Child Abuse

We are a 'No Touching School'. We expect all students to keep their hands, feet, and any other body parts to themselves. We will not tolerate any foul, abusive or offensive language, we encourage all students to 'think before you speak'. We will not tolerate any behaviour that makes anyone feel uncomfortable, unhappy or upset and actively encourage students to report such behaviour.

Through the Ignite programme and daily interactions we encourage all children to follow the values charter and make positive choices of behaviour towards each other. We also actively encourage all students to raise issues through the following avenues of support:

- Talk to their Form Tutor
- Talk to their Head of Year
- Talk to any member of staff that is around on duty
- Report it on the Speak Out Safely button on the website

For full details regarding bullying, please see the Anti-Bullying Policy - Northern Arch Learning Partnership

5. Banned Items, Searching, Screening and Confiscation

We follow the latest DfE guidance 'Searching, Screening and Confiscation.' July 2022

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or students;
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

These items may be retained or disposed of by the school.

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, and protects them from liability for damage to, or loss of, any confiscated items
2. Power to search without consent for "prohibited items" including:
    a. Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vaping paraphernalia, fireworks, pornographic images
    b. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
    c. The following items will also be confiscated: family sized bags of crisps or biscuits, fizzy drinks and food items not in line with the healthy school's agenda; any jewellery item, mobile phones/devices/smart watches (if seen), hoodies, trainers and items not compliant with our uniform policy. Any item that we deem to be a health and safety risk, or money/goods related to potential illicit trading.

These items may be returned at the end of the academic day and it is the child's responsibility to collect (food items may be disposed of). **Please note, the law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated.**

Searching

Only the Head or member of staff authorised by the Head can carry out a search. All members of the Pastoral and Leadership team are authorised however, the Head should be made aware prior to the search to ensure the culture of a safe, appropriate and

proportionate search is maintained. The Designated Safeguarding Lead should also be informed. The staff member conducting the search will be of the same sex as the student and another member of staff should be present. (Exceptions will only apply in accordance with section 550ZB of the Education Act 1996).

A search will be considered if a member of staff has reasonable grounds for suspecting a student is in possession of a prohibited item identified in this policy or if the student agrees.

The cooperation of the student will always be sought. If the student is not willing to cooperate with the search, staff will establish if this is due to not understanding the instruction or process or whether they have had a previously distressing experience when searched. Where possible the parent/ carer would be contacted before reasonable force is used. Once these aspects have been ruled out, it will be reasonable to suggest that the student is in possession of a prohibited item. In this instance, if the student still refuses to cooperate, the need to use reasonable force will be assessed on a case-by-case basis.

Reasonable force will be considered if;

- It will prevent the student harming themselves or others
- Property may be damaged
- Disorder may be caused

All searches will be recorded on CPOMs.

All searches will be done in accordance with the latest DfE guidance: 'Searching, Screening and Confiscation.' July 2022

Use of Reasonable Force

Staff have the legal power to use reasonable force to stop a student from hurting themselves or others, damaging property, committing an offence or causing serious disruption.

We believe that there are some exceptional circumstances in which physical contact is necessary. We will endeavour to use de-escalation techniques to prevent behaviour issues escalating to the point of requiring the use of reasonable force. The first priority will always be to ensure the safety of all students and staff and to restore calm in order for all students to thrive.

Teachers, and others employed or volunteering in a school, have the right in law to use such force as is reasonable, proportionate and justifiable in the circumstances to prevent a student from doing or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property

- Prejudicing the maintenance of good order and discipline (at school or among any students under their supervision out of school, such as on route home or on school visits)

Refer to the DFE Restrictive interventions, including use of reasonable force in schools. (Guidance from 1st April 2026)

Refer to the DfE Use of Reasonable Policy.

6. Suspensions Procedure

We will endeavour to avoid suspending any student from the school through a consistent application of this policy and associated policies. However, sometimes a student's behaviour may compromise the safety and learning of others and disrupt the good order of the school. In these instances, the more severe consequence of suspension may have to be applied.

Taking disciplinary action and providing support will not be mutually exclusive. The decision to suspend should only be made by the Head or person deputising in their absence. Consideration to suspend will always be given in line with the most recent KCSIE and DfE Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement documents.

A decision to suspend will be made based on a balance of probability of what the student has done or what has been alleged (not beyond reasonable doubt) on one or more of the following issues:

CODE	REASON
LG	Abuse against sexual orientation and gender identity including bullying
DS	Abuse relating to disability including bullying
AR	Alcohol Related
BU	Bullying
TB	Cyber-bullying or threatening behaviour online
DM	Damage to property
DR	Drug related
BW	Found to have brought a weapon or prohibited item into school
SB	Harmful sexual behaviour
MT	Inappropriate use of social media or online technology
AB	Misandry Behaviour (intense dislike, contempt, or ingrained prejudice against boys and men)
OS	Misbehaviour outside of school
MB	Misogynistic behaviour (hatred, contempt, or deep-seated prejudice against women and girls)
CB	Persistent disruptive behaviour - challenging behaviour

LD	Persistent disruptive behaviour - low level disruption
PA	Physical assault against an adult
PP	Physical assault against a pupil
RA	Racist abuse including bullying
SM	Sexual misconduct
SR	Smoking Related
TH	Theft
MP	Use of Mobile Phone
OW	Use or threat of use of an offensive weapon or prohibited item
VR	Vape Related
VA	Verbal abuse / threatening behaviour against an adult
VP	Verbal abuse / threatening behaviour against a pupil
PH	Wilful and repeated transgression of protective measures in place to protect public health

Once the decision to suspend a student has been made by the Head, the following will happen:

- Every effort will be made to contact parents/carers about the details of the incident, length of suspension and reintegration meeting and procedures
- If parents/carers cannot be contacted and spoken with, a voicemail or text message must be sent stating brief details including duration and reintegration dates and times, a letter must also be posted via the Royal Mail.
- Parents/carers will be contacted to collect the student from school or permission will be provided by the parent/carer to send the child home. In this instance, a sign out slip will be issued to the student at the time of departure and the responsibility for safeguarding will be with the parent/carer
- Before leaving the site, the student will be issued with paper-based work or notified of their expectation to complete work online.
- A formal letter detailing the suspension, its duration and reason will be sent in the post to parents/carers. This letter will also include a date and time for a reintegration meeting for the student. This date and time can be altered through dialogue with both parties.

The reintegration meeting will offer the opportunity to discuss issues that may have impacted on the child's poor behaviour choice, and we will work with parents/carers and external agencies where needed, to offer support strategies to avoid repetition of such behaviours.

When a student returns from suspension, it is always with a 'clean slate'.

7. Permanent Exclusion Procedure

The decision to permanently exclude a student is a serious one. This decision will only be taken in light of **SERIOUS AND/OR PERSISTENT** breaches of the school behaviour policy, and if allowing the student to remain in school would seriously harm the education or welfare of the student or others in school.

There will however be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude for a first or one-off offence.

Examples of these circumstances may include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Use or threatened use of an offensive weapon
- Supplying or attempting to supply drugs/alcohol/banned items to others
- Malicious accusations against school staff
- Maliciously setting off the fire alarm
- An incident that places the reputation of the School or Trust in disrepute
- Persistent defiance and disruption over the course of a day that place the safety and/or learning of other students at risk
- Other issues at the Headteacher's discretion

Repetition of any or combination of the following, despite support to address behaviours:

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LG	Abuse against sexual orientation and gender identity including bullying
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VP	Verbal abuse / threatening behaviour against a pupil
PH	Wilful and repeated transgression of protective measures in place to protect public health

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and the well-being of the school community.

In instances where a permanent exclusion is being considered, a full investigation will be initiated, and we will endeavour to keep in contact with the parents/carers of the excluded child throughout the period of investigation.

Please refer to the current DfE guidance below for details of the full process: Suspension and permanent exclusion guidance (publishing.service.gov.uk)

8. Rewards

School Reward System

Acknowledging good behaviour encourages repetition and communicates our expectations and values. We aim to use positive recognition and rewards to provide opportunities for staff to reinforce the school's culture. These should be applied consistently and fairly by all staff. We aim for rewards to out-weigh sanctions. All students are awarded positive points recorded on the Arbor system. These are awarded under the umbrella for the 4R Core Values for students in the classroom. In addition, students are rewarded with departmental postcards, student of the week awards and positive phone calls home. Students can earn reward tokens, which are awarded by staff throughout the school day. These tokens contribute to an end-of-half-term prize draw.

Year 11 School Reward System

- Students in Year 11 use the Arbor rewards system in the same way as the rest of the school, for effort and behaviour in lessons, for homework and any extracurricular participation. In addition, Year 11 receive positive points for each intervention they attend.
- To be eligible for any Year 11 incentives such as Prom, Leavers Hoodies and Leaver's Day celebrations, students must meet the agreed criteria as set out by the Leadership Team.

- Any child who has a SEND that directly impacts on their behaviour will be offered an alternative criterion to meet to enable them to access rewards; this will be bespoke to individuals and based on their progress and incremental improvements towards a mutually agreed goal. This will be decided by the Leadership Team, parent/carer and child.

Other Rewards and Achievements

Departments often reward students in other ways such as:

- Telephone call made to parents/carers, so they know how well students are doing
- Post cards
- Awarding departmental certificates
- Sending letters home to parents/carers telling parents/carers how well students are doing
- Rewards trips
- Educational visits
- Reward assemblies
- The Year 11 Prom
- End of term celebrations

9. IGNITE

Ignite: Supporting Positive Choices at Hurworth School

At Hurworth School, we are dedicated to the all-round development of our students by helping them understand that behaviour is a choice. Through our personal development package, Ignite, we support students in recognising the importance of their decisions and equip them with the tools they need to make positive choices. Ignite is designed to nurture growth in all aspects of life, empowering students to succeed academically, socially, and emotionally.

The package comprises several key elements:

Encouraging Positive Interests

We emphasise the value of engaging in meaningful activities as a pathway to making constructive choices. By offering a diverse range of extracurricular opportunities, we inspire students to explore their passions, develop new skills, and build confidence in a supportive environment outside the classroom.

Promoting Informed Career Decisions

Ignite supports students in making thoughtful and informed decisions about their future. With the guidance of our full-time Careers Officer and tailored career development programmes, students are prepared to navigate their educational and career pathways with confidence and purpose.

Providing Nurture and Support

We recognise that personal experiences can influence behaviour, which is why members of staff are trained in trauma-informed practices (through TISUK). This ensures we provide a safe and understanding environment where students feel secure and supported. Regular access to form tutors and Heads of Year offers continuous pastoral care, helping students reflect on their choices and their impact.

Inspiring Positive Behaviour

Through assemblies and Ignite sessions, we inspire students with stories and experiences that encourage positive character development. Our Ignite Weeks, featuring visiting speakers, organisations, and staff-led workshops, provide additional opportunities for students to reflect on their behaviour, learn from role models, and set goals for self-improvement.

Teaching Life Skills for Better Choices

Ignite takes education beyond traditional subjects, incorporating Personal, Social, Health, and Economic (PSHE) lessons to teach essential life skills. Students learn how to stay safe, make healthy decisions, manage risks, and develop resilience—helping them to make thoughtful, responsible choices in all areas of life.

With Ignite, we create an environment where students are supported, inspired, and equipped to understand their behaviour as a choice, enabling them to consistently strive towards making positive decisions that benefit themselves and those around them.

Appendix A

Choices System: How it works in practice

CHOICES – a practical guide for supporting positive attitudes to learning in and outside the classroom

Staff Expectations:

Praise should always outweigh consequences. We need to concentrate on positive aspects of behaviour choices.

'When students behave inappropriately give them what they don't want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately'.

NON-NEGOTIABLE EXPECTATIONS - Setting the scene for positive behaviour is key.

- **Always be a positive role model**
- **Be consistent with your routines**. Use this and only this approach with **all** students as they must perceive this as a **predictable, reliable and consistent** pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, **"It was your choice to continue talking when I asked for attention, C1"**
- Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students. Use reminders based on a common language/script framed around the 4Rs and this guidance
- Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with students allows them to think outside the box.

What does consistency look like?

- **Meet your class at the door**, **smile**, be enthusiastic about working with the students and about the content/context of the lesson. **Have an unlock task** ready and expect students to be active as they enter. **Take the register** as they work. **Set out the learning outcomes** and expectations of the lesson. Have high expectations. **Follow this guidance to the letter!**
- **Giving Achievements and Praise** - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly. Encourage opportunities to celebrate success such as a Golden Moment or postcard.

- **Encourage students to accept praise**. Log all merits on the Star board and Arbor.
- **Start each day with a clean slate** – making sure that incidents have been dealt with from prior lessons. Speak to the student when you issue a detention - ensuring you build bridges and discuss why they did not comply with your expectations. **(Please clean your CHOICES boards at the end of every lesson).**
- The CHOICES system does not mean that effective behaviour management strategies are not used. **Effective and efficient behaviour management should mean that the choices system is rarely used because pace, challenge and positive reinforcement should sustain students and enthuse them.**

Key questions for staff:

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Am I applying the Choices Policy consistently?
- Have I put a cross on the board for every C issued?
- Have I given the reason for why the child received a C1, 2 etc...?
- Is the work challenging and exciting enough to engage students in learning?
- Am I meeting the needs of everyone in the classroom?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Do I need to discuss all behaviour in detail publicly? Will this escalate the situation?
- Have I taken control of the class on entry, during the lesson and at dispersal?
- Have I 'read' my students – body language, facial expression, mannerisms – is there anything unusual or different?
- Do I need to take them to one side to have a quiet conversation?



Choices of attitude for Learning	Behaviour Management Script	Behaviour Management Strategies
Students are given a general reminder about expected behaviour every lesson. If a student chooses to disrupt learning despite this reminder, then the following sequences of sanctions begins:		
Warning: Reminder of basic classroom expectations		
C1 **First negative behaviour choice** The student's name **must** be written on the board and a cross put beside it.	**"… you have chosen to continue to talk across the classroom"** **"… you have a C1"** State what is happening. Structure your responses, have a standard script. Think about your own body language.	Try and identify behaviour within the class that is proactive/positive. Deflect attention to the positive behaviour. Raise expectations and defuse the situation by praising those who are working well. Mark the moment of poor behaviour choice but redirect behaviour with teaching and learning reminders.
C2 **Second negative behaviour choice** A second cross is recorded by the child's name. The child is asked to move seats.	**"… you have again continued to talk."** **"You** have **now moved to a C2".**	When you have given the verbal comment try speaking privately to the student. Getting down to the student's eye level being more personal can help diffuse whole class communication, this will keep the class calm. Additional signals or nonverbal refocusing is useful.
C3 **Third negative behaviour choice**	**"You have now moved to a C3".** **"… you are on the verge of leaving the lesson**	Offer them solutions on how they can alter their behaviour:

Reminder about the sanction for continued non-compliance with expectations. A third cross is recorded	**because you have chosen to behave unreasonably."**	Set time markers for completing work, "You are here now and when I come back you should be here", mark with the time. Moving seats – if this is possible. Offer different activities. Ask them to take a minute to think about their behaviour.
C4 **Removal for fourth negative behaviour choice** or **Immediate C4 for H&S** A fourth cross should be entered by the child's name, or in the instance of a H&S, put one cross next to the name. You MUST explain that the student should leave and go to the Choices Room and the reasons why.	**"Michael, you have now moved to a C4 because you have disrupted the learning four times"** **"You have caused a Health and Safety concern in the room. You need to go to the Choices Room immediately."** **At this point the student must leave the room and is sent to the Choices Room for the remainder of the lesson.** **If a student is absent on the day of the detention it must be completed the first day back.**	Log the C4 Removal using the relevant Arbor button. At the time, but no later than the end of the school day, the full C1-4 reasons must be recorded on the child's Arbor profile. (NOT CPOMS) This is to ensure the system is used consistently and fairly. A 40-minute detention is automatically issued. Detention could be used to discuss student's behaviour choices and the strategies that will be put in place to support them next time. Detentions could be used to hold restorative conversations before the student re-enters the classroom.

Further incidents are then co-ordinated by the Choices Lead.		
Any repeated behaviour choice during period spent in the Choices Room. **Parent/carers to be contacted via telephone.**	If the student misbehaves/disrupts the learning of others in the Choices Room, staff in the Choices Room should ring home and ask parents to encourage compliance and avoid escalation to a suspension. Head of Year could be contacted to speak to the child to avoid further escalations to behaviour and avoid a suspension.	**A full day in the Choices Room may be issued for the following:** Has failed to attend the Choices Room within 5 minutes of leaving the classroom. Is refusing to go into the Choices Room. Has disrupted the Choices Room. Has received multiple C4's throughout the day. In this instance, students may also be held longer than for the initial lesson they were removed from.
Full day C5. A C5 full day should have the aim of reintegrating a student back in to learning with a positive attitude and the skill set to make positive choices.	The Choices Lead will establish the nature of the full day in Choices. Dependent on the incident and student this may include a bespoke timetable for the day, counselling, 1:1 support, support in groups or a combination of all. Students cannot sleep or put their heads on the desk. Students complete the work provided.	Staff on duty in the Choices Room must follow the direction of the Choices Manager

Additional Arbor Incidents for teaching staff: C4 Late to lesson C4 Late to school Serious Emergency Support Needed
If there are repeated incidents of C5 full days being issued, the Choices Lead and wider Pastoral Team will triage the necessary support to enable a student to successfully access learning. Examples of support could be time out of the Choices room to: • Work on resilience / making the right choice. • Access to Counselling Services or Head of Year for support. • Access additional literacy / numeracy support • Complete screening or assessment to support identification of barriers to learning. 1:1 support from a key member of the Pastoral Team.
Suspension Referral A suspension referral should be made when a student has worked their way through Choices Policy. If there is a one-off situation that warrants suspension, then a suspension referral can also to be made to the headteacher or deputy **immediately, so intervention is swift.**

Managing Behaviour Outside of Lesson Time

It should be a basic expectation that all students feel safe and happy during periods where they are not being taught. Children should feel safe to express themselves and engage with their peers positively.

It is everyone's responsibility to address incidents of inappropriate behaviour choices.

Students failing to behave appropriately outside of taught lessons **(e.g. break, lunchtime, travelling between lessons)** may receive a **C4 Other** detention (40 mins). A C5 Choices Room session or suspension may also be issued as appropriate by the Headteacher or designated staff. Senior Leaders have full discretion over the amount of time the student receives in Choices, but this will typically be either the remainder of the session, remainder of the day or a full day depending on the nature and severity of the incident.

C4 Behaviour Incidents recorded on Arbor:

- Late to lesson
- C4 Removal
- C4 Health & safety
- C4 Other

C5 Behaviour Incidents recorded on Arbor

- Truancy
- Remainder of the lesson in Choices
- Remainder of the day in Choices
- Full Day in Choices

C4 OTHER – issued outside of the classroom (Detention) 40 minutes. **C4 OTHER** detentions can be issued by The Pastoral Team and given to any child in the school.	**Reasons for a C4 OTHER:** • Smoking / vaping, or by association (being in the company of someone who has been caught smoking on site) • Inappropriate behaviour outside the classroom, around the academy. i.e. – break time, lunchtime, on the corridors. • Use of inappropriate language • Other incidents at staff's discretion
C5 – Full day in Choices Room for other reasons such as: • Health and Safety • Violence or threatening behaviour towards others • Refusal of a reasonable request • Refusing to hand over items which are not allowed in the academy. • Swearing. • Smoking/vaping. • Failure to attend detention.	This can be issued by any member of staff on duty via the Choice Lead. This should be logged on Arbor with the reason clearly stated. Senior staff should ensure that the sanction is fair and equitable
C5 Truancy - Choices Room Where possible your child will be taken to the lesson to ensure their learning can continue. A 40-minute detention will be issued. Every effort should be made by the class teacher and Pastoral Team to establish why truancy has occurred. **Any student who truants regularly should be placed on report and parents / carers contacted by Head of Year to**	This is given for a student not attending your lesson even though they are in the school. If a child is more than 5 minutes late to your lesson the Suspected Truancy behaviour incident should be recorded on Arbor. This alerts the duty team to check the student's whereabouts. **If the child arrives at your lesson after the 5-minute deadline, you MUST add a comment to Arbor to state they have now**

address the situation and discuss missed learning.	**arrived and no longer truanting and change your register to L (late).** A detention may be logged for 40 minutes. Please check your registers carefully so that these are allocated correctly. They can also be issued if a student leaves your lesson without permission, or you see a student around the school anywhere they should not be. If you see students walking around the school, please check Arbor for a toilet pass or any other valid reason for them to be out of lesson.
Suspension referral	A suspension referral is given when a student behaves in a wholly inappropriate fashion. This needs to be logged in as much detail as possible on the suspension form and discussed immediately with RSE, LBN, SRE or another member of SLT if RSE, LBN or SRE are absent. **Heads of Year**: For suspension you need to ensure the student has work. This can either be one of the suspension work packs which are kept in The Choices Room, specific work can be emailed directly to the student or parent / carer or other work online can be set. The box on the suspension form should be completed. It is important that work is set and logged on the form otherwise a permanent exclusion could be over-turned.
Reintegration meeting	Reintegration meetings are held between a member of SLT, LT link and/or the Head of Year, the student, and the parent / carer, when a student returns from a suspension depending on the stage of reintegration.

	During this meeting, the student's behaviour will be discussed, and an action plan will be created. Reintegration minutes should be passed to admin to be added to the student's behaviour tracker. An email should then be sent from Admin to the relevant staff who have action points.

The Choice Lead will coordinate any repeat offenders and sanction accordingly.

The Choice Lead will also determine the length of time the student will spend in the room if the student has:

- refused to go into the Choice Room
- failed to attend the Choices Room within 5 minutes of leaving the classroom.
- disrupted the Choices Room.
- received more than one C4 throughout the day. In this instance, the student may also be held longer than for the initial one lesson.
- failed to arrive in Choices. After 10 minutes the duty team should ring home and explain the student cannot be located and encourage the parent / carer to ring the child to secure their location Detentions

Detentions will be automatically allocated to students following the logging of a C4 or C5 on Arbor. Detentions could be consolidated into one C5 day in Choices. This will be determined by the Choice Lead/Head of Year daily. If detentions are consolidated, this will be logged as a supportive intervention. Children are informed of the detention via their Arbor account and through a daily detention list displayed around school. Parents are informed of detentions via Parent Arbor accounts.
All C4 and C5 detentions will be held centrally in the Canteen at 3.20pm each night. This will be a 40-minute detention and will be managed by all School staff on a rota basis.
During Detention Duty staff will update Arbor with the attendance or amendment of all detentions and pupils will be seated by duty staff.

Any poor behaviour choice will be discussed with pupils in a calm and controlled manner to maintain the stable environment of the room.

Pupils will be given strategies to support them repeating poor behaviour choices.

If a student does not attend detention or fails the detention expectations, a C5 full day in Choices will be awarded for the following day.

Choices Room Procedure
When pupils receive a C4 Removal, C4 H&S or C5 Truancy, they are expected to make their own way to the Choices Room.
Upon arrival, the pupil's attendance will be logged on Arbor. If a pupil does not arrive within approx. 5 minutes, duty staff will be alerted.
After silently entering the Choices Room, pupils must line up on next to the Choice Lead's desk. A discussion will then take place about why they have been placed in Choices.
Pupils will be allocated to a seat and issued with work for the remainder of the lesson. Pupils should complete all work issued, which has been prepared in line with the curriculum from each subject area.
At the end of each lesson, pupils will hand in their work to the Choice Lead, and either be asked to: • go to their next lesson. • remain in Choices for another lesson • remain in Choices for the rest of the day

The following is a guide. In most cases, this will be followed to ensure consistency and equity. However, there may be instances when appropriate intervention and reasonable adjustments are made at different stages.

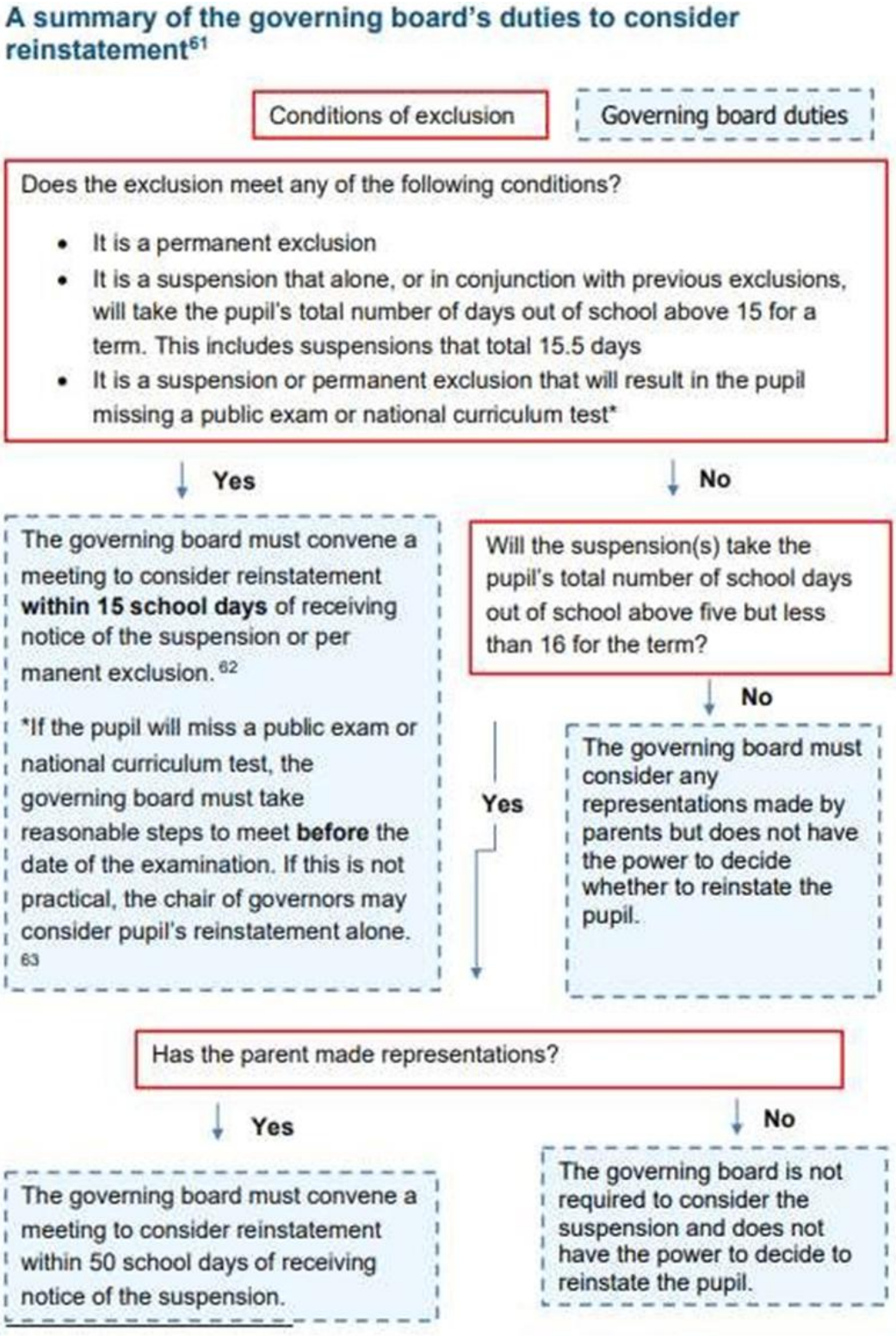
Tarif of Sanctions

Number of Incidents	Actions
Truancy – 5 minutes and not turned up for class.	• Walkabout alerted. If returned to class, the student continues with lesson and Head of Year issues 40 minute detention. • If fails to return to lesson, this becomes a safeguarding situation and parents/carers contacted. • The student will spend time in Choices – length determined by the Choice Lead.
1 C4 (Removal from lesson) in a day	• Sent to Choices room for at least the remainder of the lesson. • Decision made by Choice Lead when it is suitable for student to return to lesson. • Automatic next day after-school Choices detention issued by the teacher (40 minutes)
2 C4s (Removal from lesson) in a day	• Student to remain in Choices room for the remainder of the day or length determined by the Choice Lead. • Automatic detention issued by the class teachers (40 minutes) when logging on Arbor. • Students will be expected to complete both detentions they have received on the relevant days.
1 C4 (other) in a day	• Incident log reviewed by Head of Year. Next day after-school detention issued by Head of Year (40 minutes) if deemed appropriate.
1 C4 (H&S) Instant C4 issued due to a health and safety issue	• Student goes to Choices for remainder of the lesson. • Automatic next day after-school detention issued (40 minutes) by class teacher • If the incident is significantly worse than a detention, another sanction will be issued by the Choice Lead or an investigation launched.

Number of Incidents	Actions
3 or more C4s/C5/ incidents of any type in a day More than one may be collated to form one day in Choices, of which a 40 min detention is served at the end.	• Student will spend the following full day in Choices room. • 40 min detention is served at the end of the day. • Choice Lead to amend detentions issued when collating C4s to a full C5 day on Arbor with an explanation.
Multiple incidents (C4/5/Serious emergency/Truancy) in the **same week**	• All appropriate sanctions as per the reason for C4/5 • Ongoing contact with home. Further interventions including report, support programme etc. • Raised at Pastoral meeting
Repeated persistent behaviour logged on Arbor with no improvement following interventions.	• Parent / carer meeting to be arranged. • Student to be discussed at Pastoral Meeting and further support and intervention recommendations to be implemented by Head of Year. • Discussion at Pastoral meeting to discuss any potential barriers to making positive choices. • Implementation of a Behaviour Contract.

Appendix B

Flowchart for Governing Bodies Review of PEX Review



[61] Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

[62] The governing board may delegate its functions to consider a suspension or permanent exclusion t designated committee.

[63] The ability for a chair to review in the case of public exams refers only to maintained schools.